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AN ADDRESS
DELIVERED BEFORE
THE SOCIETY OF ALUMNI
OF
MIAMI UNIVERSITY,
AT THEIR ANNIVERSARY, AUGUST 13TH, 1840 :
BY CHARLES ANDERSON.



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OXFORD, OHIO:

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MDCCCXL.

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DELIVERED AT THE

THE SOCIETY OF ALFRED

WILLIAM WILKINSON

AS THEIR FUNDAMENTAL PRINCIPLES

BY CHARLES ANDERSON



OXFORD, OHIO

WILKINSON, 1884

WILKINSON

AN ADDRESS.

Fellow Citizens and Brethren, Alumni of Miami University:

WHILST, at this great annual intellectual festival of our friends and former fellow-students, they who had public appointments have been occupying your attention with topics of moral, philosophical or scientific import, and of a general nature, I have thought it would be meet to the occasion, for us to contract the extent of our contemplations, and employ our minds with a subject of a more special, perhaps practically of a more useful, and to us of the Society, of an equally entertaining nature. Accordingly, I have here prepared a few facts and reflections upon the history, condition and prospects of the Miami University itself, mingled with brief and rapid considerations of some of the means necessary to its improvement.

It may be, that, in the selection of this subject, either the character of the occasion itself, or the degree of general interest which our parent Institution may inspire in the minds of this audience, has been mistaken. If so, the public should consider that this subject is, or should be, one of deep interest to the Society which I have here the honor to represent, and may look upon these remarks, as on our own private account. But if I have mistaken your tastes, either in their substance or in the method of their arrangement, I can offer no further apology to either, for having "taken the responsibility" of thus departing from the usual style of subjects on these occasions. And I must bespeak either your attention, or your patience.

One of the first reflections, which presses itself upon the observation of one reviewing its history, is, that the original design of those who gave life to this University, was part of a great

national scheme, the grandeur of whose conception has, in the history of man, only been equalled by its rapid and complete accomplishment. It was a member of the great plan of the settlement and civilization of the North-Western Territory. And the assertion is repeated, that except the colonization of the continent of America, a more bold and manly design has been rarely, if ever conceived; and that in the history of the world, none has yet been more wonderfully or perfectly executed.

Of that grand end, this was one of the wisest, and most consistent means. To the period at which it was first conceived and urged forward with such ardor, it might not, at a casual glance, be thought to have been peculiarly adapted. But it was; and the first settlers clearly perceived it. Now, some of us, their descendants, like those polished and very refined young ladies and gentlemen we sometimes meet with, have, in our combined modesty and sincerity, grown ashamed of the unlettered and unpretending plainness of our grandfathers, and think they did well only *for old folks, and of that day*; and would think it strange that they should have had a care for our education. But there never was a greater mistake. For why should it be strange that the first emigrants to these wilds, should desire to make provision for the minds of their posterity, or that their coadjutors of the older States, in those labors which won and secured the nation's independence, should have thought their desire an object worthy of the nation's liberality? Was this world to them only a world of matter? Or this life only a continued struggle for worldly acquisitions? No, indeed; they had read, and observed, and reasoned, until principles, and human rights, and interests, were to them apparently tangible, appreciable *things*. Some of them, it is true, were unlettered, but they were none the less useful in carrying forward great designs. In them a strong nature, "by that crisis which tried men's souls," had been made to lean upon its own strength. A warm enterprise, strong common sense—that admirable balance of the best faculties which generally makes, and indeed is, greatness; and felt and fixed principles of moral and social

conduct, taught them through the great revolution and conflict of doctrines at that day, to see clearly when others groped in dubious twilight, and to know and realize what others only believed. And many who came to that forest-land were scholars, whose learning, though often great and refined, had not enfeebled and "*sicklied o'er with the pale cast of thought*" minds strong, and marked with the lineaments of hardy, enterprising and useful *character*. Applying to them the language of the learned and venerable Ex-President Adams, picturing the American Colonists; "Bold and daring enterprise, stubborn endurance of privation, unflinching intrepidity in facing danger, and unflexible adherence to conscientious principle, had steeled to energetic and unyielding hardihood their characters." Such were the men who opened these deeply shaded hills and valleys to the light of the sun, and they who gave to us the present dwellers upon them, the radiations of literature, science and religion.

And yet it would seem not a little singular that such men, at that time, when they were scarcely yet reposing from the most laborious *action*, and when, without closely observing them, their deeds would seem to us, at this distance of time, to have so little dependance upon those mental stores which liberal or scientific education alone can give, that they should have made such an Institution as this, their first and highest object of desire. Unquestionably, with all the lights from their wisdom and experience, and notwithstanding that tendency to imitate precedents and examples, which is so strong in communities, the first thing to be asked for now, by a Territory, when the complications of trade, and the extension of liberal professions too, ought to have rendered the uses of learning more apparent, would be for a canal, railroad, bank, or some other apparently more substantial public benefit. An appropriation for education, would be the last, either prayed for or applied.

As early as 1787 the Congress of the confederation passed an order to secure to the uses of learning, certain portions of the public domain.

In the same year John Cleves Symmes petitioned Congress

to sell to him and his associates, all the lands lying within certain bounds, from that part of the Ohio river between the mouths of the two Miamis, thence north with the Miami rivers to a specified line. Several contracts and alterations of contracts, were made with him until Sept. 30, 1794, when President Washington, by authority of a previous act of the Congress (now of the United States) conveyed to him by patent so much land, as, by the fixed bounds before mentioned, and by such a north line as with them would contain 311,682 acres of land; which was as much as the payments at that time made by Symmes and Co. on a previous contract for 1,000,000 acres, would pay for at 66 cents per acre. In this patent the President stipulated that one complete township of land, to be located with the approbation of the Governor of the North-Western Territory, as near as might be to the centre of the tract conveyed to Symmes and Co., should be held in trust for the sole and exclusive purpose of erecting and establishing therein, an Academy, and other public schools and seminaries of learning.

We are informed by a pamphlet published by Symmes, showing the terms of the sales of his lands, that the "place selected for the College Township was to be as nearly opposite the mouth of the Licking river, as an entire township may be had eligible."

But although Township No. 3, entire Range No. 1, was in 1789, after the survey into sections of the tract, marked on the map for the College Township; when all the other fine lands of the Symmes purchase had been entered by the year 1799, the largest portion of the reserved township had been sold. Symmes then tendered to Gov. St. Clair Township No. 2, in Fractional Range No. 2, in the forks of the Ohio and Big Miami rivers. The Governor refused to accept it, because he supposed it to be of inferior value, and under the embarrassment of an adverse claim.

These measures for securing to the settlers of the Miami Purchase, their right to these Education lands having utterly failed, the Territorial Legislature passed a resolution, Sept. 16, 1799,

instructing our venerable public servant Gen'l Harrison, then the Delegate to Congress for the North-Western Territory, to endeavor to procure from Congress other lands in lieu of those sections in Township 3, which had been sold by Symmes, or in case of a failure, empowering him to use the remedies of law to compel Symmes and Co. to fulfil their contract. No provision was however made by Congress on his application. A similar application was again made by the Convention which formed the State Constitution, through their authorized agent, the late Gen'l T. Worthington, to which Congress favorably responded. Another township in lieu of the one originally reserved in the patent, was granted out of any of the unsold public lands in the State of Ohio, and within the district of Cincinnati; subject to a reversion to the United States, provided, that within five years from the passage of the act, a township should have been secured, situated as originally contemplated, within the bounds of the purchase; a provision which of course was never realized. This was on March 3, 1803. The Ohio Legislature thereupon, on April 15, 1803, appointed Jeremiah Morrow, since distinguished in the councils of our State and nation, Jacob White and William Ludlow, commissioners to locate the township. On the 1st September, 1803, the two latter selected and entered these lands, containing 23,321 acres, now held by the Institution.

The five years elapsed; the township had not been recovered from the Land Company, and the condition being fulfilled, on the 17th of February, 1809, the Legislature of Ohio formally established the Miami University, by a charter, which created the offices of the Trustees and the Faculty, appointed the former, defines their duties, and generally regulates the government of the lands, funds, and the University itself.

Thus earnestly and patriotically did these far-sighted men pursue, through all these difficulties, their object to a successful issue.

These preliminaries being settled, the location of the College itself, became now a question which severed those who had hitherto been united—the inhabitants of the district. Warm

advocates arose for Cincinnati, Hamilton, the Yellow Springs, Dayton and Lebanon. And they of course found various and unanswerable arguments in favor of each position. Two of the commissioners appointed in the charter, Messrs. Alexander Campbell and James Kilbourne, after an examination of the various points, reported to the Assembly that they had made choice of a point near Lebanon, as the site. But three commissioners had been appointed in the charter, and the Governor authorized to fill any vacancy which might occur in the board. And Mr. Robert G. Wilson, their colleague, was not present at their examination or deliberations. Here then was ground for yet further difficulty. The Legislature, therefore, resumed their authority, annulled the proceedings of the commissioners, and on 6th February, 1810, passed an act directing the Trustees to lay out a town, and locate the site within the University lands. And this act is itself susceptible of doubt. If the word "therein" in the patent granted to Symmes had reference to the tract sold to him and not to the township—besides the questioned right to repeal charters, where was their authority thus to locate it?

The Trustees, in pursuance of its provisions, met at Hamilton in March, 1810, passed an ordinance regulating the leasing of the lands, and made the location as you here see it,—here, certainly, one of the most convenient, beautiful and salubrious points within the district, or even the country itself.

Such are the principal facts relating to the earliest stages of the Institution. And I may here express my acknowledgments for the clue to the larger portion of them, to the author of an address to the inhabitants of the Miami College lands, published July 5, 1814—Mr. James McBride of Hamilton. I do so with the more pleasure, that as he was one of the first, so he has been among the most ardent and persevering of our friends.

But I shall not follow farther the legislative history of the College: the acts of April 15, 1803; Feb. 17, 1809 (the charter); Feb. 6, 1810, before mentioned and explained; and of 1812 and '14, giving certain preferences to settlers before 1816; and requiring the Trustees to report to the Legislature;

Clinton and Washington Halls—begun in 1828, and finished in 1829, (100 by 40) for	- - -	\$8,500
The South Hall—begun in 1834, and completed in 1835, (100 by 40) for	- - -	9,500
In 1836 the Trustees bought a house and two lots for the President's residence, for	- - -	1,500
In 1838 a Laboratory (40 by 24) was built for	-	1,500
Making the Total not far from the sum of \$51,517.		

It is believed that the most of these buildings were erected without maps or plans of architects, either as to the particular building, or to the proportion and relative position of the whole group. Nor indeed is it known whether even yet an architect has been consulted in regard to the future additions. This should be done immediately, so that if "order cannot be brought from the present chaos," posterity at least may have some nucleus of order from which to begin, and not be driven, gradually to restore in their more elegant structures, the forms of these.

At the same meeting, Oct. 21, 1817, \$1,500 were appropriated for one or more Professors of Languages and Mathematics, to commence their duties on May 1, 1818. The Trustees were to correspond and inquire relatively to the Professors. I can find no repeal of this ordinance—nor indeed the ordinance itself, among the printed laws. It is presumed it miscarried from delay, or some cause of like nature. The tuition fee was established at \$5. the session, including room rent, fuel, &c.

On April 8, 1818, the fee was advanced to \$10, and the salary of a "tutor" to a Grammar School so altered that he is to have an half of the tuition fees, \$500 out of the general fund, and the use of the Professors's house. Public notice was given of these terms.

On June 23, 1818, the Rev. James Hughs, of Champaign county, was appointed tutor by the Board, in session at Hamilton. He accepted, and opening the School on the 3d of November, 1818, entered upon his duties. Vacations of three weeks each were established, for April and October of every year.

At the meeting, April 13 and 14, 1818, an ordinance was

passed, authorising the tutor to appoint an assistant, one half of whose salary was to be paid by himself, the other by the Trustees. April 12th and 13th, 1820, so much of this act as relates to the appointment of the assistant was suspended, until *seventy-five students* should be enrolled.

On the 1st January 1821, the offices were removed to Oxford. At the session of April 12th and 13th, 1821, it was resolved, (for what cause it is not stated) that the school ought to be discontinued at the end of next session. Mr. Hughs resigned at that time. The school, which thus far seemed to have had a lingering existence, closed. On the 7th of July, 1824 (sixteen years ago) the Board of Trustees proceeded to organize the Faculty, and appoint the Professors. The Rev. R. H. Bishop, D. D., (Vice President, and Professor of Natural Philosophy of Transylvania University) was elected President, with a salary of \$1000. William Sparrow, Tutor of Languages, with a salary of \$500.

A further resolution was passed to open the Miami University for the reception of students, on the first Monday of November ensuing, and another appropriating the "old mansion," rent free, to the President's use, until otherwise ordered.

On Sep. 15th, 1824, John E. Annan, of Baltimore, was elected Professor of Mathematics and Natural Philosophy, with a salary of \$700.

College was opened on the 15th day of November, 1824, and the Faculty, consisting of those elected, then held their first meeting. There attended twenty students, viz: four juniors, three sophomores, five freshmen, and eight in the Grammar School.

On the 30th of March, 1825, the President was inaugurated. The Rev. William Gray delivered an address to the Faculty the students, and to the citizens generally. And the Charter, keys, &c. were delivered, with an address, to the President, by the Rev. John Thompson. The ceremony was then concluded by an excellent inaugural address by the President.

William Sparrow was then elected Professor of Languages.

On the 29th of March 1826, he having resigned, Wm. H. McGuffey of Washington College, Pennsylvania, was chosen to supply his place, and the salary fixed at \$600.

All the salaries were raised March 28th, 1827: the President's to \$1,200, and those of the Professors of Mathematics and Languages, respectively to \$800 and \$700.

On Sept. 28th, 1825, the Grammar School was established. J. P. Williston was appointed Principal at \$100, and the tuition fees, not to exceed \$600. He was succeeded by John P. Vanddyke and John Weaver. On the 25th of March, 1829, W. F. Ferguson was appointed at a salary of \$400, and subsequently \$500. William W. Robertson succeeded him by appointment in November, 1835.

In September of 1828, Professor Annan was discharged on account of some disagreement, not involving any question of integrity or incapacity. The Board supplied his place by the election of John W. Scott of Washington College, Pa. on the 25th of March, 1829.

The history of the University is marked by no further incident, so far as its government was concerned, until Sept. 26th. 1832; when the Trustees passed a resolution changing the denomination, and to some extent the duties of the Professorships, and therefore, of course, the Collegiate Course; and for the appointment of two additional Professors. The Professorship of Mathematics and Natural Philosophy was, in the duties of the incumbent, J. W. Scott, changed to that of *Natural Philosophy and Chemistry*. That of Languages, Mr. McGuffey's, to the Professorship of *Philology and Mental Science*; and the salary of each raised to \$850.

Separate Professorships of Languages and Mathematics were established, at salaries of \$500 per annum to each Professor. And Samuel McCracken and Thomas Armstrong (deceased) both graduates of the Institution, were elected respectively to those offices.

In August, 1835, the much lamented Professor Armstrong died; and at the meeting of the Board the next month, Pro-

essor McCracken was transferred from the department of Mathematics, to fill the vacancy occasioned by his death, in that of Languages; and A. T. Bledsoe of Kenyon College, was appointed Professor of Mathematics. In September, 1836, Professors McGuffey and Bledsoe resigned, and Professor S. P. Pressly of the University of Georgia, was elected to fill the chair vacated by Mr. McGuffey; and Professor John H. Harney of S. Hanover College to fill that vacated by Mr. Bledsoe. Mr. Pressly died before the notice of his appointment reached him, and Mr. Harney declined acceptance. During the succeeding year, therefore the College was conducted without any serious declension, as the rolls and history of the time will show, by the remaining members of the Faculty, with the aid of Messrs. Samuel S. Galloway and Chauncey. N. Olds, as assistant instructors in the vacant departments. In September, 1837, the Faculty was again permanently filled out by the appointment of Rev. John McArthur of Cadiz, O., as Professor of Greek and Rhetoric, and Mr. Olds as Professor of Latin and Hebrew; Mr. McCracken being again transferred back to the chair of Mathematics. Thus the Faculty stands to the present date.*

To complete this sketch of the history of the University, I have thought fit to compile statistical synopses, or tables, of the number of the students, alumni, libraries, &c., since its beginning.

*Since the delivery of these remarks, at the Sessions of the Board, held during the same commencement, Dr. Bishop, the venerable and much beloved President, having signified his willingness to retire from the Presidency, as soon as a successor shall have been secured, his declination was accepted, and Rev. John C. Young, D. D., of Centre College, Danville, Kentucky, was elected in his place, on a salary of \$1,500 per annum and he was appointed to a newly constituted chair of History and Political Science, on a salary of \$600 per annum, with house rent free—the arrangement to take effect when Dr. Young shall have accepted, and taken his place in the Institution. Professors McCracken and Olds also remained, and John Armstrong of Franklin College, New Athens, Ohio, was elected Professor of Mathematics in the place of Mr. McCracken; and Charles L. Telford of Cincinnati College, Professor of Latin in the place of Mr. Olds: so that the Faculty as now constituted, with the members elect, stands thus, viz:

Rev. John C. Young D. D., President, and Professor of Intellectual and Moral Science.

Rev. R. H. Bishop, Professor of History and Political Science.

Rev. John W. Scott, Professor of Physical Science.

Rev. John McArthur, Professor of Greek and Rhetoric.

John Armstrong, Professor of Mathematics.

Charles L. Telford, Professor of Latin, &c.

Rev. Wm. W. Robertson, Professor of the Grammar School.

SUMMARY OF STUDENTS.

YEAR.	COLLEGE PROPER.	ENGLISH DEPARTM'T	GRAMMAR SCHOOL.	TOTAL.
Nov. 1824,	12		8	20.
" 25,	39	24	32	95
" 26,	56	21	42	119.
July, 27,	60	30	54	144
" 28,	71	28	53	152
" 29,	57	12	60	129
" 30,	61	29	68	158
" 31,	76	15	72	192
" 32,	110	13	40	163
" 33,	132	7	68	228
" 34,	139	19	53	238
" 35,	115	24	35	207
" 36,	103	20	31	186
Nov. 37,	88	10	59	167
July, 38,	100	24	76	227
" 39,	135	9	60	250
" 40,	128	15	53	196
Total number in sixteen years,				2720
Different persons in attendance since the beginning, about				1200

Thus shewing for a period of the sixteen years of the College, an average number of 170 students, and an average increase of 6 per annum.

Within the sixteen years, eleven, or one per cent. of the whole number of individuals have been expelled. Sixteen, or one half per cent. have been publicly dismissed. Five, or one half per cent. have died at the Institution, and five at home during vacations, &c. If any conclusion in the way of a general rule, can be deduced from so small a number of deaths, how unparalleled must be the salubrity of this range of hills, so gradually, yet so greatly elevated, when but the same number have died here during ten months of each of the sixteen years, as have died at home during the other two. Until recently, too, the Sessions have included, according to the bills of mortality in this country, by far the most sickly months, August and September.

The proportion of students from the different States has been nearly twice as great from Ohio as all other States.

SUMMARY OF THE ALUMNI.

CLASS.	YEAR.	NUMB.	CLASS.	YEAR.	NUMB.
First,	1826	12	Ninth,	1834	22
Second,	27	9	Tenth,	35	27
Third,	28	11	Eleventh,	36	22
Fourth,	29	10	Twelfth,	37	28
Fifth,	30	10	Thirteenth,	38	21
Sixth,	31	17	Fourteenth,	39	32
Seventh,	32	12	Fifteenth,	40	25
Eighth,	33	22			279
Of whom are dead, about 16					
Lawyers, 40					
Divines, 65					
Teachers 25					
Practitioners and Students of other					
Professions, and in business, . 133					
TOTAL, 279					

Since the organization of the College, the Trustees have conferred the title of L. L. D. on one, and the title of D. D. on six gentlemen of the United States and of Europe, the honorary title of A. M. on fourteen gentlemen educated in other Institutions, and the same title, in course, on sixty-two alumni of the University; for particulars of which reference may be had to the triennial catalogues. The number is too small, and has too many of our personal friends in it, for us to indulge in any remarks as to their merits as a body. Reflection, however, and occasional conversations with some of the most zealous friends of the University, and among others, some of the members of the Board of Trustees themselves, have led me to the conclusion that such honors, to be prized by the receiver, or to be beneficial to society, ought to be very grudgingly bestowed.

The present condition of the University is a branch of the subject, which, though of great interest, need occupy but a short time for notice.

The Libraries connected with the Institution, contain:
In that of the College - - - - - 2,000 volumes.

"	"	Erodelphian Society	-	-	1,500 volumes
"	"	Union Literary	"	-	1,700 "
"	"	Miami Hall	-	-	1,000 "

Total 6,200 volumes,

of well selected and valuable books in all departments of useful and entertaining knowledge.

The Literary Societies themselves, otherwise than through their most valuable libraries, are of immense value to the Institution. If these advantages could be separated and compared, it is doubtful whether the students derive more benefit during the course, from them or from the Professorships.

There are four of these associations for literary improvement and social enjoyment in the Institution. The Erodelphian Society was organized Nov. 9, 1825; the Union Literary Dec. 14, 1825; the Miami Hall May 22, 1838; and the Alpha Delta Phi in 1836. The Erodelphian has had 470 ordinary, and 155 honorary members; the Union Literary, 461 ordinary, and 189 honorary; and the Miami Hall, 58 ordinary, and 95 honorary. The Alpha Delta Phi is a chapter of a general association of the same name throughout the Union, and is not so numerous in its organization, and is less known in its history and condition to the public.

This association of our own—the Society of Alumni of Miami University,—is less of a literary than of a moral, social and historical character;—an association of early play-fellows, class-mates, brethren, and “dearer than all, bosom friends,” seeking in manhood, and amid its business and solemn cares, and the calmer, but more concentrated and selfish emotions of older life, to refresh and revive the sweet recollections of those hours of sport, of wayward unconcern for our own interests, but of universal kind-heartedness and love, which we spent among these scenes together; and has for its prime object the perpetuation of what is valuable, and improvement of all that is desirable, in Miami University.

The present condition of the Institution may be said, on the whole, and without reference to temporary difficulties,

to be one of prosperity. Compared with other Institutes of learning in our country, its past success must be admitted to have been rather remarkable for the accomplishment of the object of its creation. Others have sprung up, attracted great expectations, flourished for a short time, and subsided again into obscurity or non-existence; while this of ours, without great parade, has begun with moderation, grown with a regular increase, and stands, in fact and in public esteem, notwithstanding all its defects, with the first, if not at the head, of the Western Colleges, and certainly superior to many of those of the older States.

The course of studies is equal at least to that of a majority of the best Colleges of our country. If it is deficient in any of the branches regularly taught (for there are many entire sciences and branches of study of great value, totally omitted in this and in them all, some of which will be presently noticed;) that deficiency consists in a sad want of apparatus for experiment and demonstration in the various scientific departments.

The following is a bill of cost of the apparatus belonging to the Institution:

Cost of Philosophical and Astronomical Apparatus, with freight, commission, &c.	\$700 00
Chemical Apparatus, &c.	600 00
Mathematical do.	115 00
	<hr/>
	\$1,415 00

Now I am informed by the Professors in those departments that considerable enlargements should be made in each of them to make them what they should be, and to enable the Professors to discharge their duties to the students. This statement no one can gainsay, when informed that the only piece of apparatus in the Astronomical department of any consequence, is a good three and a half feet achromatic telescope, costing with a micrometer and few other fixtures in London, \$75, and a Hadley quadrant, costing \$12. Whereas, for any useful purposes of instruction to the students, or for interesting observations for the benefit of science, there should be at least a

chronometer, transit instrument, an altitude and azimuth instrument, which may be also used as an equatorial, and various other instruments.

To return a moment to the organization of the College. On the 26th of Sept., 1826, the Trustees authorized the President to employ such person as he may think qualified, to teach the French and Spanish Languages, provided it is not at a salary of more than one hundred and fifty dollars. This ordinance was on Sept. 29th, 1830, rescinded. One year afterwards the Faculty were empowered to employ, during the ensuing year, a Teacher of the Modern Languages. And this concludes the history of this department.

With that spirit of freedom with which these remarks were begun, without regard to the respectability of the authority from which any act has emanated, although the highest respect is entertained and here acknowledged for all the constituted authorities of our Alma Mater, and although no arrogation of equal wisdom is intended to be implied, I shall proceed to comment briefly on this ordinance and the course of studies in general.

It is behind the philosophy, or what is practically the same thing, the freedom of this age, for genius, wisdom, age, or authority to hold up the shield of exemption from criticism by those, even in all respects, the opposites of these qualities. "From the mouths of babes ye shall learn wisdom," is as true in the affairs of the world as in religion. It is not therefore thought immodest to suggest what are supposed to be errors or omissions in the conduct of our superiors. The interest, gentlemen, which we feel in the progress of this Institution, and our past and present connexion with it, are our security against the charge of unauthorized intermeddling in its affairs.

It is doubted whether there is one principle in this resolution to be commended. The delegation of the power of appointment either to the President or to the Faculty, the discretion of employing or not the tutor, the mockery of a pittance limited as a salary, and as a consequence, the character of the teacher to be employed, are all, without qualification, objectionable. The

desire of having the modern languages taught, would be praiseworthy, if the desire, compared to their importance did not appear so studied. The object could however, have scarcely been to have the modern languages taught. Could any native of France, Germany or Italy (which I perceive are the languages taught) unless he were some journeyman shoemaker *supporting* himself by labor in the village, or such another as that French provincial teacher mentioned by some of those veracious English travellers, (whose name is legion) who had taken care of the village chickens before he was entrusted with the village boys, teach a class one year for such a compensation? Could a native American, who had devoted six years, the period usually given to the study of Latin and Greek—nay, five, four, three years or a twelve month in the acquisition of either two of them, be employed at a salary of not more than \$150. And is either of them less difficult of acquisition than Latin, Greek or Hebrew? Are they not more so? Inasmuch as they are more copious, more subject to change, and as the pronunciation of them is the most difficult, and one of the most important elements of their study, while the pronunciation of the ancient or dead languages, is of no value whatever, except for purposes of pedagogy, which however, is the chief use (not value) of their acquisition now-a-days. It has been long remarked by one of the best of our linguists, that if Homer or Cicero could arise from their sleep of ages, and hear a pedagogue or pupil of this generation, reading the Iliad or oration against Catiline, he would suppose he had made his resurrection among the Goths or barbarians of their terra incognita. Let me be here understood that I am by no means an enemy to the study of the ancient languages, nor to their being made a requirement to the degrees of every College of a regular and liberal course of studies. God forbid that those venerable pyramids of antiquity, piercing the clouds and bear, with the lapse of ages, the first finished, and yet unsurpassed labors of civilized man, should be left now to crumble into decay and ruins amidst obloquy or neglect! God forbid that those *early* lights of the world, so miraculously preserved to us, should now be quenched

from our mountain tops, or suffered to grow dim and fade out into the darkness of another era of barbarism! No: there is too much of the philosophy of matter, mind and morals; too many instructive lessons in the sad, sweet histories of the universal human heart; too many gems of bright poesy; too many clear, pure rills of "sweet charity" flowing all through the thoughts and deeds of those of the earth's freshness and childhood, for this age to lose! I am an admirer of antiquity, but I would not be *wilfully* blind to the merits of the men and nations in modern times. Nor do I at all doubt their entire superiority in morality and virtue at least, if not in intellectual powers. The self-communing language of the private journal of one whose connection with me (a departed brother) authorises this appropriation of his opinions and sentiments, well expresses, I think, that truth.

He says: "I have not, for several years, looked much into ancient history. Lately, I have peeped a little into it, and have become confirmed in what I have long suspected, that Roman and Grecian virtue and simplicity exist only in imagination and in those histories which were written long after the fact they speak of. I am satisfied that there is more virtue in the present state of society than ever was in Greece or Rome. I can not find any historian, however ancient, who lived *in the times of virtuous simplicity*. They all speak of it as an age *past*. When any period of history is taken, I find enormities too shocking for the present age. I do not mean extraordinary acts of violence, because they may occur at all times, but I refer to those only which were sustained by the public sentiment of the day. Vice and moral corruption show themselves now under different forms, on account of different manners existing between this and former ages; but the quantum is not greater: and although it may be just to suppose that the aggregate of vice was about equal in all ages, I believe that the progress of civilization, literature, improvement in the arts, &c. &c., and above all, the propagation of the Gospel, in modern times, has been to lessen the quantum of vice and to increase that of

virtue. If you think differently, when was the time? In the age of Cato? Read it again, if you think so. In that of the Scipios?—Read it: do not judge of the age by one man. Was it in the time of Aristides? Or to give you the advantage of the remotest antiquity known to profane authors, take the age of Homer. Were not the most shameless violence, licentiousness, barbarity to slaves and prisoners, perfidy, corruption of morals and superstition displayed in all those ages, greater than the public sentiment of the present day will bear, for it should be remembered, again, that an age must not be estimated by single acts of vice, but by those only which the general sentiment approves or sustains.”

I would not then, at the very least, because I was in favor of the study of the ancient languages, exclude the modern: on the contrary, no course of studies can be called *liberal* (it may be in this country, and section of country, named *respectable*), without all. But if the one must be made to give way to the other, unquestionably, to my mind, the modern languages should be preferred. And here are, very briefly, my chief reasons for so thinking.

The useful and the curious, or pleasing knowledge of the Greek, Roman, or Hebrew Literature is all contained in the modern languages. If any one denies this proposition, he denies the utility of the study of the ancient tongues; for of what use are the vast funds of knowledge in them if they cannot be appropriated and embodied in other languages? None whatever. If they can be acquired and understood in Greek or Latin, they can be (as they have been) substantially expressed in our own language or the German. Of course I do not speak of the peculiar beauties and idioms of the languages themselves. They are of the same utility as the finish or form of beauty in a carriage or plough, not the essential purpose of the instrument; while none but fanatical utilitarians so called, will deny their just value. I speak of the substance, not of its inessential form nor of its shadow.

But these modern languages have beauties of thought, expression, and idiom;—beauties of thought which belong to the

universal mind of man, and without relation to the vesture of language in which they may be clad, and beauties of expression as peculiar and as rich as theirs.

And it would be difficult to show that the discipline of minds, too immature to be employed in the exact sciences, which is claimed by the exclusive advocates of ancient languages (and here admitted) to be an important the chief argument for the study of them, is at all less, or in any wise different in kind or degree in the acquisition of the modern; that the committing to memory a rule of syntax or prosody, or the chasing a branch-word through the Lexicon in Latin or Greek, is a different mental operation from the same duty in French or Italian.

Now, there is a great quantity of what is called humbuggery, daily stuffed down our throats, without our tasting, masticating, or digesting it. It is not the claim of that "tribe of idols" that *the structure of languages is essentially different*. Human language is but the oral and articulate expression of human thoughts and feelings. In our present state of being, external nature or the mental or moral world, or matter and mind, with their various qualities, relations, and phenomena, can be the only subjects of thought. In this world, all men being of the same species and genus, and all the objects which we perceive through our five organs of sense, being every where of correspondent and similar classes, men must substantially think and feel alike. Hence the *names* of the various objects of material nature, and of the faculties and phenomena of the mind, and words expressive of the various relations they bear to each other, constitute every language. And old as the world is, and numerous and unlike as are the tongues which have been used, no language has contained more than eight kinds of words, or parts of speech; and none that deserves the name, can, either literally or substantially dispense with less. The structure of the languages of all civilized nations, past and present, is therefore similar. The collocation or arrangement, by the use of terminations and inflections, may be greatly varied; but in all there must be the subject and the object of action, and the connecting, qualifying and modifying words. Like the *human form and features*,

modified, varied, and contrasted, as they may be by climate and other causes, in the numerous races of men, yet anatomy finds in all, every bone, muscle, vessel and function, which the original and unchangeable constitution of the physical world has rendered alike essential to all. As a useful discipline of mind, then, neither class of languages can have any preference over the other.

But as the *instrument* of acquiring knowledge, and of social, moral, religious or international communication, how infinitely superior are the modern, to the ancient languages! What science is treated of in either of the latter, which has not in the former, commentaries more full and clear than the text. But how many discoveries in those sciences, how many sciences themselves, are there revealed in the languages of the moderns, "never dreamed of in the philosophy" of earlier times? The Principia and other works of Newton, (written in part, it is true, originally in Latin; the Calculus of Leibnitz; the Anatomy of Bell and others; the Natural History of Buffon and Cuvier; the Fossil Anatomy of Cuvier; the wonder of this century, the sublime science of Geology; and last, and least, the Phrenology of Gall; besides the countless discoveries into the nature of Plants, Animals, Minerals, Islands and Continents; the astounding demonstrations in Astronomy, and the other exact sciences; and the poetry, romance, moral essays of the modern day, connected, as they are and have been, with the teachings and workings of a new religion, constitute treasures in our languages, not in theirs, which are actually too numerous even for classification.

The value, not only to every gentleman and scholar, but to every man of business, of a free and fluent use of the modern languages, in this country especially, which contains a population composed of natives of almost all lands of Europe, and where perhaps a million of our fellow citizens daily speak the German, French, Spanish, and neither speak nor well understand our own language, cannot be priced, nor indeed conceived. Can a man be said to be of liberal education, or of accomplished scholarship, who is deaf and dumb to one tenth of the people he daily

meets? Is a lawyer, a physician, a divine, a merchant, or even a mechanic, capable under such circumstances, of discharging his daily duties to the best advantage? Even money considerations, should then drive our *Western* Institutions to adopt full and regularly established Professorships of the modern languages.

I shall not enlarge upon the topic of the diplomatic intercourse and correspondence which our Ministers, Charges, Consuls, and other public agents, must carry on both with European nations, and with those French and Spanish Americans by whom we are actually surrounded. It is sufficient to say that a single word well nigh cost the nation a war with France. General Jackson, very properly, as I think, being determined maintain the national honor, and not understanding the French lingo very well, made them explain as they went along however, and thus saved us from the horrors of a war. But think of it; a word in a modern language worth a hundred millions of dollars in 1835! A Greek particle δ was in the dark ages the subject of a million of words—in a folio, but the book was not worth a two-pence when it was finished.

Nor shall I more than mention the advantages of them in travel, which has become, if not a modern custom, source of such delightful and rational pleasure to the philosopher, statesman and philanthropist.

I now leave this subject with those whose matter of fact, business habits of thinking and acting, are unprejudiced by the monkish influences of our time-honored and almost feudal system of learning, to dispose of it as they may think the interests of the University and the country demands: and with this one apology for this and all other of these suggestions—that if in the proverb it is said, “the young are slaves to novelty,” it should be remembered also that “the old are slaves to custom.” Let a union of counsels between them then, bring us to the golden mean.

The only other branch of science, which, after the length of time I have already occupied, I feel authorized particularly to recommend to your notice, is a distinct and separate Professorship of Civil Engineering. The spirit of public improve-

ment, the certainty in the Western States especially, of the demand for Engineers, the high salaries given to competent men, have established this as a highly useful and regular profession. Of the other professions I shall not now speak.

The whole course of study, moreover, should be periodically reviewed by the Board, compared with the improvements in those of the best colleges in this country and in Europe, freely enlarged so as to keep even pace with them in their progress, and the advancement of society; but still reluctantly and cautiously changed, either as to the studies, or the books used, and then only upon the most satisfactory recommendations of the Professors, and other learned men among the Trustees themselves or others.

The projected plans of many Institutions are much more extensive than this, or any other indeed in the world. The plan of Dr. Charles Caldwell of the Louisville Medical Institute, for a National University, and the yet more gigantic scheme of Dr. Lindsley, President of Nashville University, are the most prominent examples.

That of the latter is so bold and unique, I must take the liberty of quoting a short extract in relation to it. "If Congress, out of the surplus revenue, when there was such a thing, had appropriated fifty millions of dollars, (as I think they should have done,) to the construction and endowment of a National University, a very substantial and well-proportioned foundation at least, might have been made, far superior indeed to the actual condition of most European Universities. Still this would have been only a foundation, a mere beginning after all, bold and colossal in its features, it is true, and worthy of the age which *dared*, or rather *dared not*, to hazard the glorious undertaking. Such a foundation, with an allowance of a few millions, might in the course of a thousand years, become a world's wonder, a something to be proud of and to talk about."

He says too, "We have spoken of collections and fixtures. Our University must have the requisite teaching force also; Professors of every language, dead and living, of every science in all its branches and sub-divisions, in all its bearings and

departments." Then follows a long list of specifications of these departments and professorships. I shall not quote them. The plan is too august for this country, this age, or perhaps even this world. But there is much else in President Lindsley's speech worthy the perusal and close attention of all officers of colleges. To present in a more striking view the wants of such an Institution as this, I have thrown together a list of the principal Colleges and Universities of Europe and the United States, with their students, volumes in library, &c.

UNIVERSITIES.	STUDENTS.	LIBRARIES.
Edinburgh,	2020	50,000
Vienna,	1954	103. "
Berlin,	1937	
Munich,	1847	
Pest,	1710	
Cambridge,	1700	200. "
Upsal,	1478	40. "
Prague,	1449	
Oxford,	1417	500. "
Pavia,	1400	
Leipsic,	1360	
Dublin,	1254	50. "
Breslau,	1254	
Halle,	1214	
Göttingen,	1200	300. "
Lemberg,	1012	
Padua,	1000	30. "
Bonn,	988	
Tübingen,	887	
Pisa,	800	
Louvain,	651	
Lund,	643	
Glasgow,	609	
Christiana,	600	
Wurzburg,	600	
Geneva,	600	50. "
Copenhagen,	580	60. "
Bologna,	550	
Liege,	511	
Leyden,	500	50. "
Parma,	500	
Königsberg,	471	
London,	437	
Erlangen,	413	
Utrecht,	400	
Ghent,	395	
Münster,	361	
Innsbruck,	352	
Gratz,	321	
Sienna,	300	
Salamanca,	300	
Cagliari,	265	
Sopari,	225	
Aberdeen,	218	
Modena,	200	
St. Andrews,	180	

AMERICAN.

UNIVERSITIES.	STUDENTS.	VOLS.	INSTRUCTORS.
Bowdoin,	143	14,000	10
Dartmouth,	302	14,500	12
Yale,	561	25,500	31
Columbia,	146	14,000	11
Princeton,	237	11. "	13
Georgetown,	130	12. "	17
University of Virginia,	247	15,350	9
College of South Carolina,	160	19,000	—
Harvard University,	382	49,500	30
Miami University,	250	6,200	6

An excellent ordinance is that of September 28, 1825, appropriating \$50 per annum for periodical literary publications, and \$200 per annum for the purchase of works of history and science, at the discretion of the President. The appropriation is supposed to be absolute—the selection of works at the President's discretion. This ought to be the case at least; otherwise we shall never approach any of the following libraries in the number or excellence of our books or the number of our students.

But where are all these funds to come from to support all these professorships, to make improvements in buildings, grounds, to purchase this apparatus, and these numberless and precious volumes of books. That, brethren, is the concern of the Trustees, not ours. It is enough for us to suggest difficulties, not to remove them. And I shall not, therefore, my friends, detain you further with the business of others, by embodying also a financial report in these remarks. But to save us from despair at the Herculean task here proposed, a short comparison of our means with those of contemporaneous Institutions, will be useful, and perhaps entertaining.

There are sixty incorporated Colleges in the United States, having endowments in every degree, from \$20,000 per annum, to nothing.

Harvard University, at Cambridge, Massachusetts, was founded in 1638. It is the eldest, and what is somewhat sin-

gular, is the best endowed, and perhaps, all things considered, the best in its course of studies in the country. Within six years of the settlement of Massachusetts, the General Court appropriated £100 (a great sum at that day, and considering the means of the colony) to the erection of a School, or College, at Newtown, now Cambridge.

In the following year, 1637, the Rev. John Harvard came to this Pilgrim land, and died in that succeeding, 1638. Having been educated himself at Emanuel College, in the University of Cambridge, in England, he knew, and wisely appreciated, the value of a liberal education. In his will, he bequeathed the half of his estate, £779 12s. 6d., and all his books, as an endowment to a College, which the General Court, therefore, named for him. Thus, early in their history, did those far-sighted and philanthropic people, plant seed, whose fruits, at least, shall endure for ever.

The College was immediately organized, on the most liberal scale, and opened. And the first class of graduates took their degrees only four years after the death of the founder. Since then, 5564 graduates have left that Institution, to leaven and to improve every class of men, in all sections of the land, and to officiate in public employments, in every station, from the most exalted in the world—the Presidency of the United States, to that of the village, or district schoolmaster in Indiana, or Wisconsin Territory. Its revenues have been variously increased, until now, they are said to amount, with tuition fees, to about \$40,000 per ann. William & Mary, at Williamsburg, Va., was the next Institution established in America, in the years 1693—fifty-five years later. With a moderate endowment, it has graduated many gentlemen, and several of eminent distinction, and great public usefulness. Mr. Jefferson, with other eminent scholars, was a student of this University.

Yale was the next in order of time, and would, I presume, with many, perhaps most votes, compete for the palm of merit, in its course of studies, and the learning of her Professors, with Harvard. Of late years, more students have been attached to it than to the other. She was chartered in 1700. Her endowments

never very extensive, but highly respectable, were much impaired by the insolvency of the Eagle Bank of N. Haven, in which some of her funds were invested. The College may be said to be poor, and yet her students proper, or under-graduates, number 411; those in all her departments, 561; and her alumni, 4,485. Such is the effect of numerous and distinguishedly able professors, and the extensive and liberal course of studies, with a complete philosophical apparatus, and 30 or 40,000 specimens of mineralogy, but without many other useful results of a great wealth. It supports itself. The College charges, at \$54 per annum for each student, are \$22,000, if calculated for the under-graduates, if for all—561, they amount to \$30,294 for 1839.

At Harvard, the income from College charges at \$93 each, for 232 under graduates, is \$21,576, and if for 382—\$35,526. The College charges of this Institution are much less—\$30 nearly. With the same number of students as Yale (and with the same course and the same professors, no reason is known to prevent it from having them) the income from under-graduates would be \$12,530; and for the 561 students of all departments, 16,830. Whereas it is about \$4,000.

The income at Harvard and Yale from the tuition fees of the under-graduates, will alone support their sixty-one professors, at an average of \$721 to each professor and instructor; and if the same sums be received of their students, they would receive \$1000 each, and a small surplus for the purchase of books, &c.

The income of this College at the present cheap rates of charge, with four hundred scholars, would support thirty instructors, at \$411 each, or fifteen at \$822 each. In that case, this University would have her quit-rents, amounting to \$5,002 for seventy years, for the increase of its buildings, &c., its libraries, cabinets, and apparatus; and upon the termination of the leases, a sum so much larger, in all probability, that we dare not estimate it.

It was a great misfortune however, to the College itself, though not to the citizens of the township, that the Legislature repealed that portion of the Charter, requiring a re-appraise-

ment of the lands every fifteen years. The lease-holders of this township have great advantages over every other population of equal numbers in the State. Their lands and houses are forever exempt from State taxes. Six per cent. on \$250 and \$300 per acre, (to which sums all the sales were reduced) is scarcely more than other land proprietors pay in taxes of various sorts, to the State. While this sum is at once their taxes, and their purchase money too. But that is past and irrevocable.

But I shall no further occupy your time with these statistics of the finances of this or other Institutions of learning. Enough has been said to prove that, compared to others, this College has a noble foundation, that properly managed, it will make great improvements, and that judicious outlay, here as elsewhere, will increase the very funds of the University, by the additional reputation acquired.

The policy of selecting Professors from the alumni of a University, is at least very questionable. And inasmuch as these remarks were not *intended* to have personal application to the merits of any heretofore appointed, or to those who are candidates now for the vacant chairs of the University at this meeting of the Board, (who are all, as far as I know, good scholars,) and as it is believed to be the solemn and earnest duty of every child to consider, and with candor to declare all facts which the high interests and well-being of the parent, demand of every Alumnus, however inferior his rank or abilities, to watch zealously to promote the prosperity, the public usefulness, and the permanent glory of his Alma Mater—his “benign mother,”—I make free to offer a few of those considerations, which long since, and I know with impartiality, have decided my judgment against it.

First. It is self-evident that there can be but little improvement in a College, whose graduates, year after year, teach their successors in the same studies in which they were instructed by those who preceded them. There may be no deterioration but that is not enough. Granting too, the equality of the Institution in which the chair is vacant, with any or all others, as to

its course, its discipline, and the scholarship actually imparted in it; yet the difference of the course, the different sets of books and systems of teaching the same studies, the particular tone of public sentiment, the morality, and even the local, sectional, or national prejudices prevalent at another College, would distinctly and perceptibly tend, by a selection of the Professor from it, to give an impetus of improvement, to that supposed. Otherwise, that intercourse between men and nations, which has so much improved the manners, morals and minds of modern times, has no influence upon the members of a college. Otherwise, a particular man, or set of men, are admitted to know all things more accurately and thoroughly than all others. Whereas, no one doubts, that however this Professor of that University, may excel the correspondent one of another, yet some one of the latter is as far superior to his rival in the former; and this even though the Institution should be generally, and on the aggregate, almost infinitely before the other. This Oxford or Göttingen—that St. Andrews or Modena.

Again, the difference of the system of study in the College from which the Professor graduated, and in which he is to teach, is not only a useful test of the extent and accuracy of his own scholarship, but it is a continual safe-guard against that widely-spread principle of *copy*, which, while it is the most familiar principle, to students of all classes and countries, it is also one of the most dangerous to their mental progress.

The students can never, or with difficulty, at least, be brought to entertain the same respect for a graduate of the same course, and an associate of the same societies as themselves. They feel somewhat as a little boy of our College once said of our venerable President, who had just been giving him an admonition, "he was a little too familiar." In fine, the principle of "King Log" has not expired since the age of Æsop.

And is it not to be questioned—vast as is the diversity of attainment among students in the same books—whether there ever was a graduate of a university, fully adequate to the instruction of pupils through the same course, immediately upon

taking his own degree? This may be thought paradoxical: it may be thought that he, of all others, is the very person to instruct in that course, which he has so successfully accomplished. Yet there is much to justify the doubt. The contrary would be true, if the object were to instruct the student in the *book*, and not in the *science*. But the instructor should more than understand the *lesson* well. It is not enough, that he should, if a member of the class, be the best scholar in it: he should have an enlarged, extended, and yet an accurate knowledge of the science in all its connexions and dependencies. Science is like the broad Ganges or Mississippi, flowing from a thousand hidden fountain springs in the mountain tops, through a thousand branches, into a channel whose waves sweep through a continent. The young traveller, with a stout heart, a strong arm, and unrelaxing diligence and energy, may stem the strong current of the mountain stream, even to its fountain head, without a guide. But would he search the shores of all its tributaries, for "the wealth of Ormus and of Ind," or for bright barbaric pearls and gold, if he wish to learn whence comes the color, coldness, speed, or its vast flood of waters, or what lands send down these rich freights of merchandize which burden its bosom; whether he travel for curiosity, pleasure and improvement, or for sustenance, for usefulness, or for self-aggrandizement and wealth; he must have the stronger arm, the firmer heart, the steadier, clearer eye, and the wide experience of the old and accustomed pilot, to direct and aid him in his journey.

But in this country, where the demand for laborers in every occupation is so great as to justify but moderate skill and knowledge in any (from the mechanic to the divine) the time necessary to the attainment of perfection, or a thoroughness of scholarship, is not taken by any of our colleges. Hence, we must yet awhile look to Germany, France and England for our best professors—and not even to New England, and much less to the Western colleges for them.

I have spoken of the mound and grove, which, with true

American and Western taste, but not with the usual sharp-sighted sagacity of our countrymen, the predecessors of our present officers have removed. Though that deed is past too, it is not altogether irreparable. Extensive plantations will, in a short time, restore much of that beauty which the destruction of the forest has so sadly marred. And every year, every day, every hour, lost in delay, is so much lost in the growth of the plantation, and so much of beauty to the grounds and all the village, at any given future time. One of the first things to be done, therefore, should be to surround the entire college grounds with a strong, substantial fence. If the plank, or post and rail fence be too costly, then put up the common eight rail worm fence. Its cost will be for the additional ground, \$125. And perhaps its appearance will be the best, upon that principle of landscape gardening, now popular in England, that the less permanency of appearance to fences, the less they mar the pleasure of the view. Then, there ought to be an ordinance passed, requiring the superintendent to plant a certain number of forest or other ornamental trees annually. Nor should those knotty subjects of landscape gardening—whether the ancient and geometrical, or the modern and picturesque methods of planting is preferable, or whether clumps or groups are to be preferred, be any impediment to their decision. Planted in any way, any where, or of any kinds, trees look better, far better than a sterile, parched and sun-burnt waste, trembling to the eye with the heat of summer, or piercing with the keenest blasts of winter.

Nor let it be for a moment supposed, that such a labor and expense are without their proportionate uses and profit. Besides, the cool grove, inviting the feeble and languid student to gentle exercise, to sweet reverie, to elevating reflections, in the morning and the balmy eve: the actual pecuniary return of such improvement which would arise from the admiration of fathers or guardians, who might casually visit the Institution (whether there is any wisdom in thus admiring the beauties of landscapes or not) should immediately induce to this appropriation. Who doubts that even the far-known old elms,

breezy and cool, of New Haven, have attracted many a student to that really fine and well-organized University, who otherwise would have gone elsewhere. All men are moved by appearances, and none are so stoical as to look to the substance of things only. And few men who see tasteless, old, and neglected buildings at a college, or rough and unadorned grounds, are satisfied with the assurance, that "looks are nothing," and that "all is right within." And these being facts, it is useless to *reason* about the matter at all, but conform ourselves to the laws of nature, without quarrelling with their frivolity or folly. But the truth is, the folly is all on the other side. This pretended disregard for show and ceremony, this pretended adherence to immediate and palpable utility arises in the merest vanity or stupidity. Who practices this stern, naked, matter-of-fact stoicism? Not they who preach it, certainly. We should all favor and practice utility; but that utility should include objects which cultivate and gratify every natural, rational, and mental faculty, and every innocent and moral feeling. And the measure, too, of the utility of an object, should be the extent to which it gave improvement, or afforded rational and innocent pleasure to the immortal faculties of our mental and moral natures rather than to the grovelling sensualities of animal enjoyments. And he who would strike from the list of civilized arts, poetry, music, sculpture, painting, architecture and landscape gardening, because they do not return for their cost, money or clothing or food; with demons and fiends, had they omnipotence, he would hang the bright heavens in a cheap drapery of universal blank, take from day its splendor, take from night her gems, and from all this wide world of fragrance, music and beauty, its flowers, its song-birds and its verdure, and leave it a home for lower beasts than man ever saw, or God created. Such a man should strip himself of all the ornaments of art at once, come practically down to the level of his doctrines, and go with the swine to the swill-vat: he need only to be fattened, to be—pork. But happily, we have none such in this neighborhood, nor I hope in this country.

These suggestions may be called little things. They are all little things: for that very reason I have made them. In the press of more important matters, such are sometimes entirely overlooked, and sometimes, though often thought of, casually forgotten. To use an illustration long since made public, as a bystander will perceive blots in the game of far more skilful players than himself, which escape their observation, so our suggestions, brethren of the Society of Alumni, may not be without their practical usefulness. I have sometimes thought they might be the more so, because we have been but recently in the positions of those pawns now upon the chess-board. Without claiming for our body any official right to advise in regard to the administration of the College government, or for myself any influence which belongs to our association, or to its wiser members, I submit, with the justification of affectionate zeal for the prosperity of our parent Institution, for whatever I may have said too much, and with deep regret, that in all things for her good, I have done too little, these remarks, to the future consideration of the Society and officers of the Institution. And in conclusion, fellow-citizens and brethren, let us unite in applying to the Institution, that noble sentiment which Sir William Blackstone has so beautifully applied to the British Constitution—ESTO PERPETUA.

